

ANNUAL REPORT

1972 - 1973

Department of Curriculum Services



PUBLIC SCHOOLS OF NEWARK, NEW JERSEY

NEWARK BOARD OF EDUCATION

1972-73

CHARLES A. BELL, President

DR. MICHAEL A. PETTI, First Vice President

ADHIMU CHUNGA, Second Vice President

MS. VICKIE DONALDSON

JESSE L. JACOB

MRS. HELEN W. FULLILOVE

A. THOMAS MALANGA

REV. DR. HOWARD G. HAGEMAN

FERNANDO ZAMBRANA

WILBUR PARKER, Secretary

VICTOR A. DeFILIPPO, Counsel

HAROLD J. ASHBY, Business Manager

ADMINISTRATION

EDWARD I. PFEFFER.....Acting Superintendent of Schools
ROBERT D. BROWN.....Assistant Superintendent, Personnel
WILLIAM H. BROWN.....Assistant Superintendent, Elementary Education
MICHAEL L. CABOT.....Assistant Superintendent, Special Services
THERESA S. DAVID.....Assistant Superintendent, Secondary Education
E. ALMA FLAGG.....Assistant Superintendent, Curriculum Services

CURRICULUM SERVICES STAFF

SHIRLEY P. COMSTOCK

PHILIP WEIL

PATRICIA A. LACEY

CLAIRE WHITTAKER

EMEKA MANUWUIKE

JULIAN ZIEGLER

ROBERT L. KING

I.

Introduction

The school year 1972-1973 was a very full one. During the fall season, the professional staff reached its full authorized strength with six curriculum specialists and a Coordinator of Aerospace Education. The eight professionals had the clerical support of four secretaries. Housing the department and safeguarding its materials continued to be a major problem. The same two small offices were departmental headquarters all year. The disappearance of equipment and instructional materials from the depository continued to plague the operation.

Twenty-two curriculum committees were at work during the year and various degrees of progress were attained. The interest and enthusiasm of many committee members are commendable. Several committees advanced their plans to the point where some members could be appointed to write. Some writers are at work this summer.

With the signing of a new contract with the Newark Teachers Union there came a new responsibility for the department. Each curriculum committee has an official union representative as a member. In addition, the Assistant Superintendent in Charge of Curriculum Services, is working in harmony with the requirement that conferences be held with the union's designees so that the union may present its concern and views on curriculum matters.

The Advisory Committee on Curriculum is a valuable adjunct to the department. Its members -- representing parents, agencies, organizations, and businesses -- hear descriptions of programs and activities, react to plans and problems, and offer suggestions and support to the staff. In 1972-73 the committee met on a monthly basis and participated in the planning and conducting of the annual evening affair at The Newark Museum.

A modification was made in the duties of the curriculum specialists with the result that they visited all the schools of the city in a deliberate arrangement in order to discover how the department's materials were being received and used and how teachers throughout the city thought they might be better served in the curriculum area. A pleasant feature of this modification was the enthusiasm with which most teachers welcomed the curriculum person and the warmth with which they expressed their views.

New this year were the miniguides which were developed within the staff as timely and relevant supplementary materials for ongoing work of teachers.

The holding of an all-day workshop for the curriculum chairmen of all schools, and the opening of the Aerospace Education Center at Newark International Airport with workshops conducted by NASA personnel were outstanding aspects of the year's work.

The end of the year found us newly-moved into larger quarters but advised not to get too settled since another move is likely. For this reason, our enjoyment of present space is hesitant and limited as we "make do" without the alterations and improvements which would make the space our own.

The school year was challenging and productive and the department has worked constantly to serve the cause of education for the city's youth. We anticipate continued progress in 1973-74 and -- with the participation of educators, parents, students, institutions, and businesses -- we shall realize it.

July 9, 1973

II. Professional Meetings, Visits, and Memberships

A. Newark Schools

All Newark Public Schools were visited by members of the curriculum staff. They ascertained what curriculum materials had reached the schools, which had reached the teachers, how teachers were using them, and how teachers thought materials might be modified and services increased.

In addition to doing follow-up on locally-produced materials, members of the curriculum staff visited with those teachers who had received state Teacher Innovation Program grants or local Curriculum Services Grants. The teachers discussed the progress of their projects with the staff-members.

Further visits were made to many schools to discuss with teachers and parents the content of the guide on Education for Family Living. With copies of the guide in hand, participants were better able to judge the material and to form reactions which were sent to the central offices of the Board of Education.

B. Curriculum Committees Active in 1972-73

1. Aerospace Education
2. Bilingual Education
3. Black Studies
4. Business Education
5. Career Education
6. Drug Education
7. Ecology and Conservation
8. Economic Education
9. English Language Arts
10. Fire Education
11. Foreign Languages
12. Home Economics for Secondary Schools
13. Industrial Arts for Secondary Schools
14. Mathematics for Secondary Schools
15. Newark for Grades Eight and Eleven
16. Ocean and Man
17. Physical Education and Health
18. Puerto Rican History for Secondary Schools
19. Reading
20. Science for Secondary Schools
21. Social Studies
22. Special Education
23. Voter Education

C. Professional and Scientific Groups

- | | |
|---|---|
| 1. Advisory Committee on Curriculum | 12. International Reading Assn. |
| 2. American Association of School Adm. | 13. Kappa Delta Pi |
| 3. American Psychological Assn. | 14. National Aerospace Education C. |
| 4. Assn. for Supervision and Curriculum Development | 15. N.C.T.E. |
| 5. Assn. of Math. Teachers of N. J. | 16. N.C.T.M. |
| 6. Aviation Development Council | 17. National Education Association |
| 7. Council for Airport Opportunity | 18. Newark Teachers' Association |
| 8. Council for Exceptional Children | 19. New Jersey Association of Teachers of English |
| 9. Educational Foundation for Human Sexuality, M.S.C. | 20. N.J.E.A. |
| 10. ERIC Center, Jersey City State College | 21. New Jersey Historical Society |
| 11. Essex County College, Title 3 Project | 22. New Jersey Science Supervisors Association |
| | 23. Steering Committee, Urban Engineering |

D. Civic, Community, and Cultural Groups

- | | |
|---|--|
| 1. Alpha Kappa Alpha | 12. Neighborhood Groups in Newark |
| 2. Bayley Seton League | 13. Newark Chapter UNA-USA |
| 3. Catholic Forum | 14. Newark Community Center for the Arts |
| 4. Council on Human Relations | 15. Newark Museum |
| 5. Elizabeth Citizens Community League | 16. Newark Pioneer Lodge |
| 6. Elizabeth Police Athletic League | 17. Newark Public Library |
| 7. Gerechtigkeitt Lodge | 18. Phillis Wheatley Literary Society |
| 8. Jewish Community Council of Essex County | 19. Soroptimist Club of Newark |
| 9. Kappa Alpha Psi | 20. United Fund |
| 10. N.A.A.C.P. | 21. Urban League of Essex County |
| 11. National Council of Negro Women | 22. YM-WCA of Newark |

E. Other Activities

1. Aerospace Presentations In Schools
2. Communications Conference at Jersey City State College
3. Consultant for Statistical Design of Research Studies
4. Consultant for WBGO
5. In-Service Course on Black Studies
6. In-Service Course on National Teacher Examinations
7. In-Service Workshops on Family Living
8. Montclair State College Conference on Human Sexuality
9. Seminar for Administrators
10. Spacemobile Presentations In Schools
11. Speakers and Participants for Various Schools, Clubs, and Committees
12. Regional Plan Association -- "How To Save Urban America"
13. Research Activities
14. Orientation of New Teachers
15. Orientation in Use of New Elementary Mathematics Guide
16. Planning in Cooperation with Other Departments
17. Publications in: Black Times, Daily Journal, Montclair State
College Education Review
18. Textbook Council
19. Textbook Evaluation Committees
20. Workshop for Curriculum Chairmen
21. Workshop for Teachers on Aerospace Education
22. Workshop (Briefing) for Textbook Committee Chairmen

III, Materials Developed

A. Supplementary Curriculum Materials

Aerospace
Alcohol and Highway Safety
Malcolm X and African Liberation
Model Rocketry
Number-Reading-Language
Pest Control
Practical Health Topics
Reading the Language of Science
Roberto Clemente
S.U. Tragedy at Baton Rouge
VOTE
Women in America

B. Guides Adopted

Education for Family Living
Elementary Art
Elementary Mathematics
Humanities for Secondary Schools

C. Guides in Process of Being Printed

Elementary Science
Secondary Home Economics
Living Together in Newark

D. Guides Awaiting Award to Printer

None

E. Guides to be Sent to Purchasing Office

Middle School

F. Guides Undergoing Final Re-writing and Re-typing

| | |
|------------------------|-------------------|
| Aerospace Education | Portuguese |
| Algebra I | Selective Service |
| Bus Safety | |
| Geometry I | |
| General Mathematics I | |
| General Mathematics II | |

G. Other Work in Progress

Black Studies
Drug Education
Economic Education
Elementary Social Studies
English Language Arts
French
Health
Music
Puerto Rican History
Spanish

IV. Surveys

The curriculum staff decided this year to seek the reactions of teachers in service to the various supplementary materials which would be developed during the school year. Such materials -- called miniguides, handbooks, or plans -- were intended for immediate use where teachers found them of value in their ongoing programs. They dealt with current matters such as voting, health, the Southern University tragedy, the life of Roberto Clemente, and other topics.

Materials with evaluation forms were distributed to ninety-five school locations; because some of the locations are annexes administered by principals in larger school buildings, we are closer to dealing with eighty-five administrations than with ninety-five. In all, fifteen different publications were distributed for evaluation and use. In some instances, no responses were required of elementary schools; in other instances, no responses were required of secondary schools. All the materials were sent to the special schools with no specific demand; however, the degree of responsiveness was higher in the special schools than in either elementary or secondary. The approximate percentages of responsiveness were as follows: elementary, 50%; junior high, 57%; senior high, 40%; and special schools, 62%. At the elementary level, there was one school which consistently gave no response to any communication and six others which responded to less than 50% of the inquiries. At the senior high level, two regular day schools were extremely poor in responding; the Evening High School and the Education Center (also poor respondents) may have had special reasons in the nature of their establishments.

Of a total of 760 responses to the curriculum materials, 700 bore satisfactory ratings, 53 unsatisfactory, and 7 conditional. There were 174 instances of constructive suggestions for revision of the materials. All criticisms, both negative and positive, gave evidence of thoughtful, professional consideration of the documents involved. We commend those who engaged in such significant activity.

The materials which elicited the greatest number of responses were: Pest Control, 75; Women in America, 72; Aerospace Correlations, 71; Parent Evaluations of the Family Living Curriculum, 71; Practical Health Topics, 70; and Vote, 69. Thus it would appear that matters of health and safety, and of rights and suffrage have great claim upon the attention of teachers for inclusion in their programs. The lowest number of responses -- 6 -- came in the category of Faculty Evaluation of the Family Living Curriculum. This lack of responsiveness occurred in a subject which has occupied much time of central office staff, local teachers and parents, and public meetings of the Board of Education.

The materials with the highest number of satisfactory evaluations were: Pest Control, 72; Practical Health Topics, 70; Aerospace Correlations, 69; Parent Evaluations of Family Living, 67; Living Together in Newark, 64; and Vote, 61. Again, we see a concern with health, safety, and civic matters.

IV. Surveys (continued)

The materials with the highest number of unsatisfactory evaluations were: Women In America, 21; Vote, 8; Parent Evaluation of Family Living, 4; Model Rocketry, 4; Living Together in Newark, 3; and Pest Control, 3. Once again, it is civic matters and health which claim attention. Nine other materials received from zero to two negative reactions. Practical Health Topics and the Aerospace Education Workshops were the areas receiving no negative votes.

The quality of the responses received indicates that new curriculum materials are being received and used thoughtfully and enthusiastically by many teachers in the school system. The question arises as to why some schools fail to respond to many inquiries, whether the materials have been distributed in those schools after delivery, whether they are used after distribution, and whether administrators and teachers are aware of their opportunity and obligation to participate in curriculum processes. Answers to the questions will be sought in the new school year.

Timely use of materials of immediate interest and relevance is rendered impossible by late delivery, non-delivery, and loss of packages tied and labeled by curriculum staff. Improvement in this area, while beyond our control, is devoutly to be hoped for.

V. Projects and Programs

A. African Liberation

The booklet which was written and distributed last year in recognition of Malcolm X and African Liberation was revised and up-dated this year. Interested teachers used it as teaching material in Social Studies and English classes.

B. Banking Materials

The instructional materials on banking for teachers and students were used to advantage. The topic is relevant for young people who are moving into more responsible roles in the world of work and study.

C. Career Education Conferences

Career Education in all its ramifications received increased recognition from Superintendent, Board, staff, and the business community. All felt that they had a big stake in the preparation of our youth and in the success which they will meet as full-fledged participants in the workaday world.

The Chamber of Commerce formed a committee of its own and engaged in study and planning, making use of the input of educators, students, and parents.

The Board's programs in career education -- centered in the Departments of Practical Arts and Secondary School Guidance -- were expanded to include the participation of the Department of Curriculum Services in addition to maintaining the close and active ties which they have with the State Department of Education.

Finally, midway the school year, it was decided that there should be a curriculum committee on career education. Such a committee was formed, including representatives of every possible discipline. The first task of the committee is to formulate its own definition and statement of philosophy, and then to survey existing programs in career education. With this understanding, the committee disbanded for the summer. From the contributions of the members, the Department of Curriculum Services expects to have a paper ready for the committee's first meeting in the fall.

D. Central High School

Faced with serious problems in the past year, Central High School, under the direction of the Assistant Superintendent in Charge of Secondary Education, took firm steps to improve its living conditions,

(D. continued)

student and faculty habits, its image, and its program. Of particular interest is the fact that teachers at the school were assigned for the summer to work in ten curriculum areas. Their responsibility is to produce materials for the special needs of Central High School and to have them ready for use in September. Guidance is available to them from members of the Curriculum Services Staff, and the final product in each area will be evaluated by the Assistant Superintendent in Charge of Curriculum Services.

E. Computer-Assisted Instruction

The curriculum staff visited Clinton Place Junior High School to see the computerized Arithmetic Proficiency program in operation and left feeling positively impressed by it. At a later date, Dr. Weil gave a presentation on CAI to a group of visiting educators at the school. The out-of-town visitors were impressed by the school, the equipment, and the program.

F. Conferences of the State Department of Education

Members of the staff attended state-sponsored meetings on Ethnic Studies, The Gifted Child, and Special Education. We shall keep up with developments at the state level. We sometimes find that others are trying to reach ground which we in Newark have already covered.

G. Curriculum Services Grants

For several years it has been possible for teachers to receive local awards, called Curriculum Services Grants, of up to \$250 each for creative projects which they would carry on with their own students. Three such awards were approved by the Board of Education in 1972-73. They were as follows:

1. Mr. Seymour Heck, Arts High School
"Pleasure in Reading and Improvement in Literacy"
2. Mr. Clifford Nusbaum, Montgomery Street School
"Token Reinforcement in Arithmetic,
Behavior Modification Program"
3. Miss Marilyn Parmelee, Martin Luther King School
"Living Math Is Fun."

Mr. Nusbaum left the Newark school system and Montgomery students lost the opportunity promised by the project.

Mr. Heck and Miss Parmelee conducted their programs with benefit to their students and satisfaction to themselves.

H. Delta Dart Project

The Coordinator of Aerospace Education served as consultant to the Aviation Club at Broadway Junior High School and coordinated the Delta Dart Project in Newark. The following schools participated: Ann Street, Broadway, Dayton, Lafayette, Morton, and Mount Vernon, elementary schools; Montgomery, and Girls' Trade, special; and Broadway, Clinton Place, Seventh Avenue, Shabazz, Webster, and West Kinney, secondary schools. The coordinator will do follow-up work to insure that all projects are completed. He is hoping to include eight additional classes next year.

I. Economic Education Workshop

We participated once again in the Economic Education Workshop at Montclair State College. Local developments have been far below our hopes, but we consider the matter too important to allow disappointment to interfere.

J. Environmental Essay Contest

Local schools were encouraged to have students participate in the contest conducted by the Northeast Jersey Soil Conservation District. The following Newark schools were recognized along with their students who won Honorable Mention: Avon Avenue, Branch Brook School, Maple Avenue Annex, and Wilson Avenue.

K. Heath Mathematics Workshop

A staff member attended the workshop because the company's books are on our approved list and we deem it important to know how publishers feel their materials can best be used.

Another specialist attended Heath's workshop on language arts.

L. Law-related Education

Along with the Board's Assistant Counsel, a member of the curriculum staff attended the meeting in Philadelphia which was sponsored by the American Bar Association and involved educators and lawyers from New York, New Jersey, and Pennsylvania. Participants stressed the need for teachers and students to be well-informed about the law in order to be effective participating citizens. Law-related education should expose students to the practical realities of law in everyday life and prepare teachers to make students aware of sources of assistance.

M. Learning Disabilities Conference

Our specialist in Reading and Special Education keeps abreast of trends and developments in these areas. Her background as a Learning Disabilities Teacher Consultant is very helpful to the department.

N. Lippincott Reading Workshop

The Lippincott reading program is being tried in some of our schools. Our specialist attended the workshop which included teachers who were interested or about to be involved in the program. If following the company's prescription will produce in Newark such results as we saw in Philadelphia, the workshop will have been worthwhile.

O. Living Together in Newark

The title for the annual program at The Newark Museum is copied from our social studies guide for third grade. It appeared to staff and Advisory Committee members that the theme was very important for our schools and our city and that it could be combined with accounts of what is happening in education and how parents can help.

These educators were responsible at the May 23 program for program numbers by students:

1. Miss Grace Melchione, Mrs. Acasia Cobian and Mrs. Fontanez
Sixth Grade Bilingual Pupils, Songs and Poems
2. Mrs. Jeanne Tso and Miss Jacqueline Koonce--African Dance Company
3. Mr. Robert Howard--Arts High Concert Choir
4. Mr. Charles Stewart--Good News Gospel Singers
5. Miss Joan Doerfler--Barringer Woodwind Quintet.

P. Reading in the Bilingual Program

The curriculum needs of the Bilingual Program are great, and the position of Curriculum Specialist in that office has been vacant for two years. We were able to engage an experienced teacher who had worked in the Bilingual Program to write material needed for the teaching of reading, in Spanish, in the primary grades. It is our hope that the material can be put into final form and distributed for use in 1973-74.

Q. Project SEED, Mathematics

The mathematics program developed by Mr. William Johntz of Berkeley, California, has been conducted at Morton Street School for two years. Some pupils have participated as individuals in both fifth and sixth grades. The curriculum specialist who visited the classes commended the inductive method, the rapport between teachers and pupils, the use of positive reinforcement, and the pride which the youngsters took in their progress with the thought-provoking material. He anticipates no loss to those who enter junior high school if they are placed in average or above average class situations. The intellectual approach should be continued.

R. Super Cool

The cartoon-style booklet on youth and the law was again furnished to us through the efforts of Mr. Gilbert Hunsinger of the United Way. Published by the Social Welfare Research Foundation, it was well received by students and teachers were able to develop some important understandings with their classes.

S. Teacher Innovation Program

Newark teachers have also participated in the Teacher Innovation Program of the State Department of Education. In the 1972-73 school year, Miss Joanne Accardi of Barringer High School received a grant for "Literary Workshop as an Alternative to the Traditional High School English Course." Miss Helen Franzblau of West Side High School received a grant for "The Development of the Ecology-Urban Problems Course into a Lab Science Overview." Mr. George Harold of West Side High School received a grant for "Creative Student Participation in English Growth and Awareness." Mrs. Gertrude Z. Levine of Bragaw Avenue School received a grant for "Individualized Reading for the Second Grade--An Open Classroom Approach." Miss Alyce Vizzuso received a grant for "Evaluation of Auditory Discrimination and Hearing Acuity in Trainable Mentally Retarded Children."

The following teachers prepared exhibits for the department's program on May 23 at the The Newark Museum and discussed them with interested members of the audience:

1. Mr. Seymour Heck, Arts High School
English and Reading
2. Miss Helen Franzblau, West Side High School
Urban Ecology
3. Mr. Robert L. King, Curriculum Department
Aerospace Education
4. Miss Claire Whittaker, Curriculum Department
Curriculum Materials.

T. World of Finance

A team headed by Dr. Arthur Rosser of Montclair State College has worked through the 1971-1973 period on the World of Finance Curriculum Project. It was the thinking of all concerned that, in addition to learning how to deal with finance in their own lives, Newark students should be educated to understand, prepare for, enter upon, and progress in careers in the world of finance so that they would be operators and producers rather than consumers only.

U. World of Transportation

The Academy for Educational Development, Inc., was engaged to perform a study for the development of a career curriculum model in transportation. In association with Board of Education employees, industry resources, manpower agencies, and programs across the country, the Academy has completed the study and presented its report to the Board of Education. The system's own aerospace education program would be a significant part of the career education program in transportation.

VI. Materials Acquired and Distributed

Acquisitions

Sources from which we have purchased curriculum guides and books:

A. Colleges and Other Institutions

Academic Paperbacks, The Academic Building, West Haven, Connecticut
American Academy of Arts and Sciences, Boston, Massachusetts
American Federation of Teachers, Washington, D.C.
American Italian Historical Association, Staten Island, New York
Association for Childhood Education International, Washington, D.C.
Association for Supervision and Curriculum Development, Washington, D.C.
Behavioral Publications, New York, New York
Behavior Today, Del Mar, California
Book-Lab, Inc., Brooklyn, New York
Center for Unified Science Education, Columbus, Ohio
Citation Press, New York, New York
College Entrance Examination Board, New York, New York
Council for Basic Education, Washington, D.C.
Curriculum Development Center, Washington, D.C.
Curriculum Development Council for Southern New Jersey, Glassboro, N.J.
DERS, Madison, Wisconsin
Division of Curriculum and Instruction, Trenton, New Jersey
ECCA Publications, Columbus, Ohio
Educational Technology Publications, Englewood Cliffs, New Jersey
Environmental Education Facility Resources, New York, New York
ERIC Clearinghouse, Eugene, Oregon
ERIC Document Reproduction Service, Bethesda, Maryland
Feminists on Children's Media, New York, New York
Foundation for Change, New York, New York
Government Printing Office, Washington, D.C.
Guidance Associates, Pleasantville, New York
Harvard Student Agencies, Cambridge, Massachusetts
Health, Education and Welfare Department, Washington, D.C.
IDEA, Far Hills Branch, Dayton, Ohio
Integrated Education Associates, Chicago, Ill.
International Reading Association, Newark, Delaware
Interstate Printers and Publishers, Inc., Danville, Illinois
Italian Tribune News, Newark, New Jersey
Know, Inc., Pittsburgh, Pennsylvania
League of Women Voters, Washington, D.C.
Learning, Subscription Department, Boulder, Colorado
Library of Urban Affairs, Riverside, New Jersey
Macmillan Company, New York, New York
Mid-Continent Scientific, Chicago, Ill.
M.I.T. Press, Cambridge, Massachusetts
National Academy of Science, Washington, D.C.
National Association of Elementary School Principals, Washington, D.C.
National Council for the Social Studies, Washington, D.C.
National Council of Teachers of English, Urbana, Ill.
National School Public Relations Association, Arlington, Virginia
New Jersey Association for Environmental Education
New Jersey Department of Community Affairs, Trenton, N.J.
North Jersey Conservation Foundation, Morristown, New Jersey
NEA Customer Service, Washington, D.C.

(Sources of purchases, continued)

Odyssey Press , Indianapolis, Indiana
Our Daily Planet, New York, New York
Phi Delta Kappa, Bloomington, Indiana
Praeger Publishers, New York, New York
Prentice-Hall, Englewood Cliffs, New Jersey
Public Documents Distribution Center, Pueblo, Colorado
Public Documents Distribution Center, Philadelphia, Pa.
Random House Publishers, New York, New York
Remediation Associates, Linden, New Jersey
Rodale Press, Emmaus, Pennsylvania
Saturday Review, Rock Island, Illinois
Science and Public Affairs, Chicago, Illinois
Teachers College Press, New York, New York
Women on Words and Images, Princeton, New Jersey
World Publishing Company, New York, New York

B. School Systems

Allentown School District, Allentown, Pennsylvania
Abington School District, Abington, Pennsylvania
Bloomington Public Schools, Bloomington, Minn.
Board of Education, Buffalo, New York
Board of Education, City of Chicago, Chicago, Illinois
Board of Education, East Hartford, Connecticut
Board of Education, Kansas City, Missouri
Brentwood Public Schools, Brentwood, New York
Buffalo Public Schools, Buffalo, New York
Cedar Falls Community School District, Cedar Falls, Iowa
Dade County Public Schools, Miami, Florida
East Orange Public Schools, East Orange, New Jersey
Fort Worth Public Schools, Fort Worth, Texas
Jefferson County Schools, Birmingham, Alabama
Muscogee County School District, Columbus, Georgia
Nederland Independent School District, Nederland, Texas
Newark School District, Newark, Delaware
New York City Board of Education, Brooklyn, New York
Reading Center, New Haven, Connecticut
San Diego City Schools, San Diego, California
School District of Philadelphia, Pennsylvania
South Bend Community School District, South Bend, Indiana
Tulsa Public Schools, Tulsa, Oklahoma
Washington, D.C., Public Schools

Summary of Acquisitions

Total number of acquisitions through purchase:

| | | |
|----|---------------------|------------|
| a. | curriculum guides | <u>130</u> |
| b. | books and pamphlets | <u>353</u> |
| c. | audiovisuals | |
| | Total | <u>483</u> |

Amount spent for materials

| | | |
|----|---------------------|-------------------|
| a. | curriculum guides | <u>\$ 187.79</u> |
| b. | books and pamphlets | <u>\$2,769.53</u> |
| c. | audiovisuals | |
| | Total | <u>\$2,957.32</u> |

Distributions

A. Systems With Whom We Exchange Materials

Birmingham, Alabama
Cincinnati, Ohio
Cobb County, Marietta, Georgia
Long Beach, California
Louisville, Kentucky
New York, New York
Philadelphia, Pennsylvania
Saint Louis, Missouri
San Diego, California
San Francisco, California
Springfield, Ohio
Tacoma, Washington

B. Persons and Institutions to Whom We Send Materials

Education Department, Newark Museum
Education Department, Newark Public Library
Essex County College
Essex County Superintendent of Schools
Jersey City State College
Members of the Board of Education
Montclair State College
Newark State College
Newark Teachers' Union
Project TREND
Rutgers University, Graduate School of Education, Curriculum Library
Staff of the Board of Education
State Department of Education
State Department of Health, Trenton

Distribution of Phonograph Records Contributed by Reader's Digest

Boys' Club, Broadway Unit
Boys' Club, Littleton Avenue Unit
Boys' Club, Stella Wright Unit
Boys' Club South Ward Unit

Distribution of Phonograph Records Contributed by Reader's Digest

Essex County Children's Shelter, Belleville
Essex County Youth House

Essex County Vocational High School, Bloomfield
Essex County Vocational High School, Irvington
Essex County Vocational High School, No. 13th Street
Essex County Vocational High School, Sussex Avenue

Little Sisters of the Poor
Mount Carmel Guild
N.A.A.C.P.
Newark Day Center
Pre-School Council

Essex County College
Jersey City State College
Montclair State College
Newark College of Engineering
Newark State College
Rutgers University, Student Center
YM-WCA, Broad Street and Jones Street Buildings

American Legion Hospital
Beth Israel Hospital
Columbus Hospital
Essex County Hospital
Martland College of Medicine and Dentistry
St. James Hospital
St. Michael's Hospital
United Hospital, Orthopedic Center
United Hospital, Presbyterian Unit

Superintendent of Schools, Belleville
Superintendent of Schools, Bloomfield
Superintendent of Schools, Caldwell
Superintendent of Schools, Cedar Grove
Superintendent of Schools, East Orange
Superintendent of Schools, Essex Falls
Superintendent of Schools, Fairfield
Superintendent of Schools, Glen Ridge
Superintendent of Schools, Livingston
Superintendent of Schools, Millburn
Superintendent of Schools, Montclair
Superintendent of Schools, Nutley
Superintendent of Schools, Orange
Superintendent of Schools, Roseland
Superintendent of Schools, South Orange
Superintendent of Schools, Verona
Superintendent of Schools, West Caldwell
Superintendent of Schools, West Orange

C. Colleges and Other Institutions Having Purchased Our Guides

Anderson College, Anderson, Indiana
Arizona State University, Tempe, Arizona
Bacon Pamphlet Service Incorporated, East Chatham, New York
California State University, Northridge, California
Chicago State University, Chicago, Illinois
Dillard University, New Orleans, Louisiana
Drake University, Des Moines, Iowa
Eastern Kentucky University, Richmond, Kentucky
Eastern Michigan University Library, Ypsilanti, Michigan
Eastern Washington State College, Cheney, Washington
Framingham State College, Framingham Massachusetts
Glassboro State College, Glassboro, New Jersey
Grand Valley State College, Allendale, Michigan
Holt Education Center, Holt, Michigan
Hunter College, New York, New York
Indiana University, Bloomington, Indiana
Indiana University of Pennsylvania, Indiana, Pennsylvania
James Branch Cabell Library, Richmond, Virginia
Kansas State College Of Pittsburg, Pittsburg, Kansas
La Salle Extension University, Chicago, Illinois
Marycrest College, Davenport, Iowa
Middle Tennessee State University, Murfreesboro, Tennessee
Millersville State College, Millersville, Pennsylvania
Monmouth College, West Long Branch, New Jersey
Newark State College, Union, New Jersey
Northeast Missouri State College, Kirksville, Missouri
Pace College Library, New York, New York
Piscataway Board of Education, Piscataway, New Jersey
Shippensburg State College, Shippensburg, Pennsylvania
Southern University of Illinois, Edwardsville, Illinois
State College at Westfield, Westfield, Massachusetts
State University of New York at Albany, Albany, New York
Stowe School, Andover, Massachusetts
Texas Wesleyan College, Fort Worth, Texas
The F.W. Minkler Library, Willowdale, Ontario
The Ohio State University, Columbus, Ohio
University of Akron Library, Akron Ohio
University of California, Berkeley, California
University of Connecticut, Storrs, Connecticut
University of Kansas, Lawrence, Kansas
University of Maryland, College Park, Maryland
University of Missouri, Columbia, Missouri
University of Northern Colorado, Greeley, Colorado
University of Oregon, Eugene, Oregon
University of Saskatchewan, Regina, Saskatchewan
University of Tennessee, Knoxville, Tennessee
Valley City State College, Valley City, North Dakota
Wayne State University, Detroit, Michigan
Western Illinois University, Macomb, Illinois
Western Michigan University, Kalamazoo, Michigan

Individuals

Professors
Students
Teachers

Newark Public Schools

All available curriculum guides

Banking Units

Booklets on Law and Youth

Choices for '76

Environmental Essay Contest

Curriculum Notes to all instructional personnel

Handbooks - Miniguides:

How to buy Food

VOTE

Pest Control

S.U. Tragedy at Baton Rouge

Alcohol and Highway Safety

Roberto Clemente

Model Rocketry

Practical Health Topics

Women in America

Number-Reading-Language

Reading the Language of Science

Malcolm X and African Liberation

Newark Museum Poster

Nutrition Kits: lesson plans and pupils' booklets

Phonographs Records, contributed by Reader's Digest

Publications of the Foundation for Change, Incorporated

Reports and surveys

Songs to Combat drug abuse

Teacher education information: grants, workshops, conferences

Schools Systems Having Purchased Our Guides

Board of Education, Albuquerque, New Mexico

Board of Education, Irvington, New Jersey

Duval County School Board, Jacksonville, Florida

Falls Church School Board, Falls Church, Virginia

Grossmont Union High School, La Mesa, California

James Buchanan High School, Mercersburg, Pennsylvania

Lakewood Public Schools, Lake Odessa, Michigan

Laval School Board, Chomedey, Laval, P.Q., Canada

Memorial High School, West New York, New Jersey

Newark Day Center, Newark, New Jersey

North Syracuse Central Schools, Syracuse, New York

North Thurston School District #3, Lacey, Washington

Piscataway Board of Education, Piscataway, New Jersey

Preschool Center, Fort Monmouth, New Jersey

San Diego County, Linda Vista Road, San Diego, California

Stanton School District, Wilmington, Delaware

The Channing School, East Rutherford, New Jersey

G. Guides Sold

| <u>Titles</u> | <u>Number</u> | <u>Amount</u> |
|---|---------------|-------------------|
| Social Studies in Our Schools, Grades 7 and 8 | 1 | \$ 1.50 |
| Head Start, A Teaching Manual, 1967 | 3 | 4.50 |
| Music in the Newark Schools Prekindergarten through Grade 8, 1970 | 25 | 37.50 |
| Afro-American History: The Social Studies Curriculum, Elementary | 58 | 87.00 |
| Early Childhood Education, PK-K | 41 | 297.25 |
| Elementary Mathematics, 1972 | 7 | 15.75 |
| Elementary Art, 1973 | 2 | 6.50 |
| Afro-American History, The Social Studies Curriculum, Secondary | 23 | 80.50 |
| Algebra II | 1 | 2.00 |
| Art Curriculum in the Secondary Schools | 2 | 4.00 |
| Humanities for Secondary Schools, 1972 | 10 | 90.00 |
| Living and Learning Together, Series Three, Language Arts, 1969 | 9 | 40.50 |
| Social Studies for Teenage EMR Pupils, 1971 | 15 | 78.75 |
| Trainable Guide, 1971 | 25 | 300.00 |
| Reading Curriculum, Prekindergarten through Grade 12 | 24 | 48.00 |
| | <u>246</u> | <u>\$1,093.25</u> |

VII. Conclusion

The activities of the Department of Curriculum Services were tremendously increased in quantity with the rounding out of staff, and quality was maintained. Achievements include the completion of four curriculum guides which were adopted by the Board of Education; the development and distribution of twelve miniguides or supplementary materials for teachers; visits to all schools in the system; visits to teachers doing special projects; holding of an all-day workshop for curriculum chairmen from all schools with speakers from the department, from the Newspaper in the Classroom Program, and from The Newark Museum; participation in Choices for '76 to include school people and their associates in the modern Town Meeting arranged by the Regional Plan Association with the television networks; distribution of five thousand copies of Curriculum Notes each month; distribution of commercially-prepared supplementary materials and audiovisual aids to all schools; establishing of the Aerospace Education Center at Newark International Airport; organizing of a Career Education Curriculum Committee to include all possible disciplines within the school system and to cooperate with agencies in the field; and associating with numerous departments and projects in the interest of better education.

The system continues to need vast improvement in reading, mathematics, science, and communication skills. The basic knowledges and skills are absolutely essential -- there is no substitute.

Our students must be able to:

1. design and build radios and television sets as well as listen and look;
2. create and perform in all the arts as well as consume and appreciate;
3. design, construct, and improve cars, planes, and boats as well as ride in them;
4. plan and effect changes in economic life as well as act as observers and victims;
5. develop preventive and therapeutic measures for health problems as well as suffer and hope that someone will do something;
6. formulate and practice better ways of living as family persons, social beings, residents of a chosen area, political beings, and citizens of the world as well as feel the effects of what others plan and practice.

Toward these ends, the Department of Curriculum Services will work with all possible persons who are interested; involved, and willing to work. We hope to share with them our emotional commitment and our intellectual energies. An important attitude to develop among our students is an admiration for wisdom and a love of learning. The thrill of personal achievement should be coupled with the recognition of the achievements of others. Such an attitude -- accompanied by a determination to learn, to grow, to move -- will make a real difference in our city. The same attitudes that are needed in students must be encouraged to much greater growth among the entire educational force of the school system. Motivation, positive reinforcement, repetition of desirable behavior, reward in many forms -- we can apply these to ourselves, our students, our co-workers in the educational enterprise at many levels and in many situations.

Let us, in 1973-74, all learn something that we did not know, hold on to all previously-acquired knowledge and skill, and do something better in the new school year.

Without a crystal ball, I see better education ahead!

E. Alma Flagg

Advisory Committee on Curriculum
1972 - 1973

Miss Brenda Bell, Community Development Administration
Mr. H. M. Boardman, Western Electric
Mrs. Maria T. Braga, Newark Public Library
Mrs. Elayne D. Brodie, N.A.A.C.P.
Mrs. Rhoda Daniels, United Way
Rev. Frank G. Gibson, Presbytery of Newark
Dr. Richard Grey, Montclair State College
Mr. Robert Hall, Prudential Insurance Company
Mrs. Leonard Holman, Parent-Teacher Association
Miss Joan Hull, New Jersey Historical Society
Mr. Kenneth Kubicki, Western Electric
Mr. Charles R. Messier, Boys' Clubs of Newark
Mr. Raymond Petterson, Bell Telephone Company
Mr. Carlos Pineiro, ASPIRA
Mr. John Seymour, Essex County College
Mrs. Alice Shapiro, Rutgers University
Dr. Eugene Stamper, Newark College of Engineering
Mrs. Sally Townsend, Newark Museum
Mrs. Enoch Tucker, Parent-Teacher Association
Mr. Eugene L. Wright, General Electric

Curriculum Council
1972 - 1973

| | |
|-------------------------|------------------------|
| Miss Rhoda Appel | Mrs. Gladys B. Francis |
| Miss Pansy Borders | Miss Dorothy Gould |
| Mr. William H. Brown | Mr. Hilton J. Otero |
| Dr. Michael L. Cabot | Mrs. Geraldine Sims |
| Miss Theresa S. David | Mr. James Vasselli |
| E. Alma Flagg, Chairman | |

Newark Public Schools
Department of Curriculum Services

Value of Materials Distributed in 1972-1973
(Other than locally-produced materials)

| | | |
|-------------------------------|----|---------------------|
| Banking Units | \$ | 200.00 |
| Choices for '76 | | 200.00 |
| Nutrition Kits | | 500.00 |
| Phonograph Records | | 25,000.00 |
| Publications on Ethnic Groups | | 500.00 |
| Super Cool (Law and Youth) | | 2,000.00 |
| Total | | <u>\$ 28,400.00</u> |

Note: All these figures are approximate and are on the low side.

